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ABSTRACT

In this nine-part report to Illinois' General Assembly, the Illinois Community College Board (ICCB) reviews Board powers and duties, and systemwide goals, financial resources, student characteristics and outcomes, educational programs, training and economic development activities, programs for special populations, and current issues of importance to the ICCB for fiscal year (FY) 1990. Selected data reported include the following: (1) operating funds for the Illinois community colleges came primarily from local tax revenues (40.3%), state sources (30.7%), and student tuition and fees (23.5%); (2) expenditures for instruction accounted for over half of the operating costs for the community colleges; (3) the community colleges received approximately $218 million in grants; (4) first-time students represented 31.9% of fall 1990 enrollments; (5) 72% of the community college students were White, 14.5% African American, 9.3% Hispanic, 3.8% Asian American, and 0.4% Native American; (6) 43% of the community college students were seeking associate degrees; (7) among the approximately 34,000 students who graduated in FY 1990, 11,899 received transfer degrees; and (8) follow-up surveys showed 87% of the graduates to be employed 1 year after graduation. Additional concerns and activities explored in the report include articulation guidelines, transfer programs, customized job training, programs to improve minority student achievement, substance abuse programs, staffing issues, racial and ethnic diversity, and data collection. Statements concerning the mission and philosophy of the ICCB appear throughout the report. (PAA)

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Report to the General Assembly

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Illinois Community College Board

March 1991

Illinois Community College Board, 509 S. Sixth St., Room 400
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Contents

ICCB Powers and Duties	1
Goals	2
Financial Resources	3
Profile of Students	5
Student Outcomes	6
Educational Programs	7
Training and Economic Development	8
Programs for Special Populations	9
Current Issues	10

The mission and philosophy statements of the ICCB appear in screened boxes throughout this report.

ICCB Powers and Duties

The Illinois Community College Board is the coordinating board for the 40 locally governed public community college districts in Illinois.

The Board is empowered with regulatory, as well as coordinating, responsibilities. The following powers and duties are assigned to the Board in statute:

Make and provide rules and regulations consistent with the provisions of the Public Community College Act.

Develop articulation procedures to the end that maximum freedom of transfer among community colleges and between community colleges and baccalaureate degree-granting institutions be available.

Provide statewide planning for community colleges and coordinate the programs, services, and activities of all community colleges in the state so as to encourage and establish a system of locally initiated and administered comprehensive community colleges.

Organize and conduct feasibility surveys for new community colleges or for the inclusion of existing institutions as community colleges and the locating of new institutions.

Approve all locally funded capital projects.

Cooperate with the community colleges in continuing studies of student characteristics, admission standards, grading policies, performance of transfer students, qualification and certification of facilities, and any other problem of community college education.

Enter into contracts with other governmental agencies and accept federal funds and plan with other state agencies for the allocation of such federal funds.

Determine efficient and adequate standards for community colleges for their physical plant, heating, lighting, ventilation, sanitation, safety, equipment and supplies, instruction and teaching, curriculum, library, operation, maintenance, administration, and supervision.

Determine the standards for establishment of community colleges and the proper location of the site in relation to existing institutions of higher education.

Approve or disapprove new units of instruction, research, or public service.

Participate in cooperative programs between community colleges and public and private colleges and universities.

Establish guidelines regarding sabbatical leaves.

Establish guidelines for the admission into special, appropriate programs conducted or created by community colleges for elementary and secondary school dropouts.

Grant recognition to community colleges which maintain equipment, courses of study, standards of scholarship, and other requirements set by the State Board.

Prepare and submit to the State Comptroller vouchers for credit hour grants, special populations grants, economic development grants, equalization grants, advanced technology equipment grants, and retirees health insurance grants, and distribute such other special grants as may be authorized by the General Assembly.

The mission of the ICCB is to administer the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities, promotes cooperation within the system, and accommodates those State of Illinois initiatives that are appropriate for community colleges.

Goals

Society's values can, and must, be shaped and revised by community colleges where leadership, integrity, humanity, dignity, pride, and caring are purposefully taught and modeled.

The Illinois Community College Board recently established mission and philosophy statements to provide overall direction to its coordinating responsibilities. Within the framework of its mission and philosophy statements, the Board established the following goals:

verify compliance with the provisions of the Public Community College Act and the Illinois Community College Board Rules through the recognition process;

administer requested district organization changes and establish policies to maintain the integrity of district boundaries;

promote educational programs and lifelong learning opportunities that enable individuals to achieve their full potential as productive citizens in an interdependent world;

promote efforts to increase the participation and success of minority and other underrepresented students and staff in the community college system;

coordinate the articulation of community college programs with secondary schools and universities to enhance the transition between each level of education for students;

support efforts to maintain and enhance faculty and staff performance;

ensure that community college facilities are functional and efficient and provide an appropriate environment for learning;

obtain, allocate equitably, and monitor the expenditure of state funds that are adequate to support community college programs and services;

provide advocacy for community colleges with state and federal governmental entities and the public;

work with appropriate agencies and organizations to enhance the development of partnerships and cooperative programs and services;

promote cooperation among community colleges in order to enhance efficient and effective delivery of programs and services; and

conduct data collection and research to facilitate planning, address issues, and support accountability efforts.

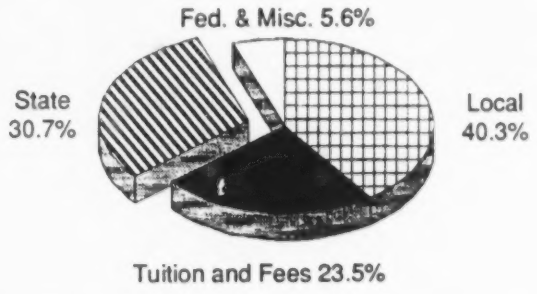
Just as the Board's mission and philosophy statements provide a framework for its goals, the goals provide a framework for staff activities. These activities are developed through a purposeful, organized planning process in which each goal is translated into a series of actions or projects to be undertaken by staff. Each activity or project has a series of objectives, projected outcomes, assigned responsibilities, and timeframes for completion. These activities or projects are in addition to those prescribed as ICCB responsibilities in statute.

Financial Resources

The Illinois community college system has a responsibility to be accountable, both for its activities and its stewardship of public funds.

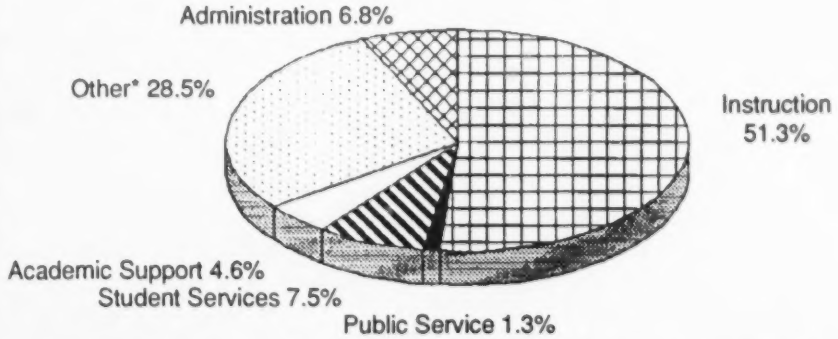
Community colleges receive operating funds from three primary sources: state grants, local tax revenue, and student tuition and fees. The graph below represents the portion of operating funds contributed from each source in fiscal year 1990. In contrast, the funding contributed by each source in fiscal year 1986 was 38.3 percent from local taxes, 33.4 percent from state sources, 23.2 percent from student tuition and fees, and 5 percent from federal and miscellaneous sources.

FY 1990 Sources of Revenue for Community Colleges



The primary function of community colleges is to provide diverse educational opportunities for its constituents. As reflected in the graph below, expenditures for the instruction function comprise over one-half the operating expenditures for community colleges.

FY 1990 Operating Expenditures for Community Colleges



*Other includes: Operation and maintenance costs, institutional support, and independent operations

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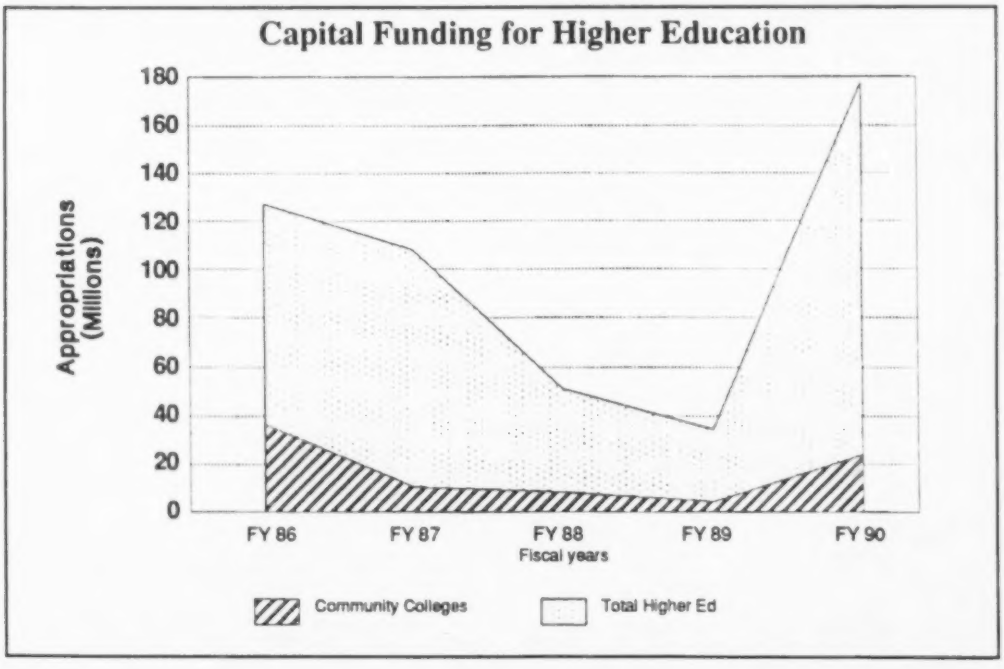
In fiscal year 1990, community colleges received approximately $218 million in restricted and unrestricted grants. Unrestricted (credit hour and equalization) grants comprised over 90 percent of these funds, or nearly $200 million. The remaining monies support various restricted grant programs including the special populations grant, the economic development grant, the advanced technology equipment grant, and the retirees health insurance grant. In fiscal year 1990, community colleges received approximately $15 million in Education Assistance Fund monies derived from the temporary income tax increase.

Total Grants to Community Colleges

Grant	FY 1989	FY 1990
Credit Hour	$147,819,000	$159,755,400
Equalization	32,560,300	40,040,500
Special Populations	7,933,000	9,400,000
Economic Development	2,934,000	3,500,000
Advanced Tech. Equipment	1,346,300	3,500,000
Retirees Health Insurance	-0-	2,567,300
Total	$192,592,600	$218,763,200

Capital Funding

Higher Education received an increased amount of appropriated capital funds during fiscal year 1990. However, as this chart indicates, the share of state-supported capital funding for community colleges has neither remained constant nor increased in proportion to enrollment increases. In fact, as a percentage of total higher education capital funding, appropriations for community college projects have fallen from a high of 28 percent in fiscal year 1986 to 14 percent in fiscal year 1990.



Profile of Students

Through the variety of educational programs and community service activities, the community colleges serve approximately one out of every 11 citizens in Illinois. Because they are community based, affordable, and easily accessible to all citizens, the colleges serve a more diverse population of students than do other segments of higher education.

Enrollment

Fall	FY 1989	FY 1990
Headcount	341,733	352,898
Full-time equivalent	174,437	181,524
Part-time	70%	70%
Minority students	27%	28%
Female students	57%	58%
Average age	30	30
Continuing students	43%	49%
Annual		
Headcount	661,489	687,890
Disadvantaged	256,876	283,501
Limited English proficient	51,808	57,827
Disabilities	10,111	10,475

• Nearly one-half of the students who enrolled in a community college in fall 1990 had attended the same college the previous term. First-time college students represented 31.9 percent of the enrollments.

• Three out of every four Illinois community college students are 21 years of age or older. Nearly three out of five are 25 years or older.

•Freshmen accounted for 64.6 percent of community college students in fall 1990. This continues a trend of an increasingly larger proportion of freshmen.

• Approximately 72 percent of Illinois community college students are white; 14.5 percent are African-American; 9.3 percent are Hispanic; 3.8 percent are Asian-American; and 0.4 percent are native American.

• Forty-three percent of Illinois community college students are seeking associate degrees. Eleven percent are planning to obtain certificates. The remaining 46 percent plan to take one or more courses but do not anticipate earning a degree or certificate.

Expressions and manifestations of bigotry, prejudice, and denigration of character are intolerable in the Illinois community college system.

Community College Share of Higher Education

Community colleges enroll 64 percent of all public college and university students in Illinois.

Each desk represents 30,000 students.

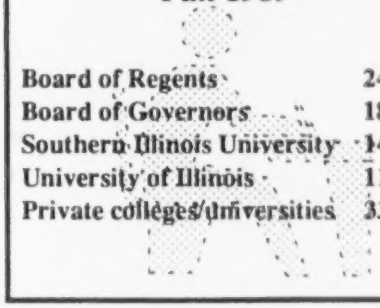
Student Outcomes

Each year aproximately 34,000 students earn degrees and certificates from Illinois community colleges. These degrees and certificates are designed to assist students in continuing their educational pursuits, in obtaining and upgrading employment, and in adding to the quality of life for all who avail themselves of the opportunities presented by community colleges.

Graduates

Degrees	FY 1989	FY 1990
Transfer	11,359	11,899
Occupational	8,222	8,225
General	393	480
Total degrees	19,974	20,604
Certificates		
Occupational	8,518	9,418
Other	1,546	4,115
Total certificates	10,064	13,533

Community College Transfers Fall 1989



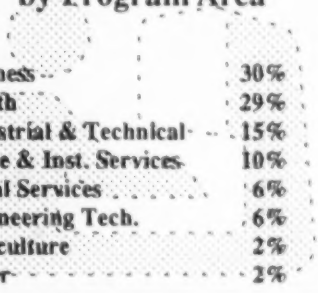
Student Follow-up on Transfers

Transfers to 4-year institutions --14,766

Student Follow-up on Occupational Students

Employed one year after graduation	87%
Continuing their education	27%
Average hourly wage	$9.08
Satisfaction with program (5.0 scale)	4.1

Occupational Graduates by Program Area



Educational Programs

Experiences of community college students should be directed at developing each individual as an informed, responsible, and contributing citizen.

New curricula train students for tomorrow's labor market

During the past two years, the Illinois Community College Board approved 101 occupational/technical programs that meet statewide and local labor market needs. The new programs include, for example, six in automated manufacturing, such as computer-integrated manufacturing; nine in human services, such as addictions counseling and child care; 15 in the hospitality industry, such as hotel/motel management and travel and tourism; four in hazardous materials management; 20 in a variety of health care fields ranging from magnetic resonance imaging to respiratory care; and two in aviation maintenance.

Articulation guidelines adopted in eight disciplines

Articulation efforts coordinated by the ICCB during the past two years were responsible for the development of articulation guidelines with universities in eight discipline areas. In addition, all community colleges are developing articulation agreements with secondary school occupational/technical programs within their districts.

Advanced-tech equipment keeps colleges on the cutting edge

The rapidly changing technology in today's workplace requires constant updating of instructional programs in community colleges. With funding assistance from the advanced technology equipment grant, colleges can procure state-of-the-art equipment for training students with high-tech skills they can transfer to the marketplace.

In fiscal year 1990, community college districts received grants ranging from $27,100 to $589,000 for the purchase of new instructional equipment. This list shows the kinds of equipment purchased by the colleges:

506 computers; 2,302 computer-related items including peripherals, software, and workstations;
240 electronics items, including digital and laboratory equipment;
210 items for health technology, nursing, and respiratory care programs;
110 items of scientific equipment;
113 pieces of communications equipment;
189 pieces of industrial/technical equipment;
81 shop/laboratory items; and
89 miscellaneous instructional equipment items.

Transfer programs upgraded to ease transition to universities

All community colleges have completed an extensive review of their transfer programs during the past two years and more than half of the colleges have significantly upgraded their programs to ensure comparability with general education requirements at public universities in Illinois.

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Training and Economic Development

The focus of all activities within the system should be quality and excellence.

Job Training Partnership Act

More than 2,500 economically disadvantaged Illinois residents benefitted from training programs and employment opportunities funded by the Illinois Community College Board's JTPA grants.

Three key programs seek to fulfill the goals of the ICCB/JTPA grants, which include improving the basic skills of those lacking the competence to obtain employment and drop-out prevention:

• The Comprehensive Adult Employment Development program helps provide training and employment assistance to economically disadvantaged persons. Each community college designs programs to meet the needs of its district.

• Unemployed adults with disabilities received aid through the Special Needs Assistance Program, which assists individuals with a social, physical, developmental, or learning disability to adapt to a college environment.

• Fourteen-to-fifteen-year-old, in-school youth who are at risk of dropping out are recruited to participate in the Summer Training and Education Program. A summer work/education program provides special instruction to increase high school completion, reduce teenage pregnancy and drug abuse, and attain job skills.

In addition, procurement assistance centers helped Illinois businesses capture 1,086 government contracts amounting to more than $63.7 million. These contracts helped businesses create 283 jobs and retain 574 additional jobs.

Economic Development

Each community college district operates a business center or economic development office to assist existing businesses, help entrepreneurs get businesses started, and provide training and retraining for current and future employees. In fiscal year 1990:

• Community colleges provided customized job training for 828 companies through 2,232 courses, serving 35,252 employees.

• More than 25,000 potential and existing businesspeople received entrepreneurship training and services, which helped establish nearly 700 new businesses and retain more than 150 existing businesses.

• More than 160 businesses received assistance in obtaining more than 950 government contracts totaling nearly $48 million.

• Nearly 8,000 persons received employment training services to improve their job skills and assist them in seeking employment.

• Nine community college districts helped establish or operate small business incubators, which helped start 23 companies and retain six companies.

• Thirty-two community college districts conducted industrial retention, expansion, and attraction programs, which contributed to the retention of 5,242 firms and the start-up or expansion of 364 firms.

Community colleges, using ICCB economic development grants in conjunction with funds from other sources, were instrumental in helping businesses create and retain nearly 38,000 jobs in fiscal year 1990.

Programs for Diverse Populations

Serving special populations

ICCB special populations grant funds have had a significant impact upon the colleges' efforts to assist disadvantaged and disabled students to attend and succeed in college. In fiscal year 1990, community colleges provided 1,665,679 contact hours of special support services to students. Shown below is a summary of the types of services offered and the number of students served:

Special Service	Students Served
Tutoring	122,259
Education/career counseling	94,423
Referrals to external agencies	85,135
Services for disabled	5,123
Outreach services	27,380
Other direct support services	19,483
Adult Basic Education	36,232
Adult Secondary Education	13,336
English as a Second Language	12,227
Remedial instruction	13,091

Special populations grants have helped community colleges to provide specialized services to substantial numbers of economically or academically disadvantaged and physically disabled students. These special services enable many students to successfully complete their community college programs. As a result, these services have provided an opportunity for many students with special needs to become productive members of our society.

New programs to improve minority student achievement

Community colleges have developed over 50 special programs designed to increase the enrollment, retention, and college completion of minority students. These programs serve approximately 21,000 minority students annually.

Special programs include outreach services to provide college information to prospective students and their parents, transitional instruction for high school students who need college preparatory courses, and mentoring programs that utilize adults from the community to serve as a source of information and encouragement for minority high school students.

Transfer centers assist and encourage minority students

Transfer centers were developed at 19 community colleges during the past two years. The goal of the centers is to increase the baccalaureate degree completion rate of minority students who initially enroll at community colleges.

No individual is inherently more important than another, and each must be provided an equal opportunity to achieve success, regardless of heritage or environmental condition.

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Current Issues

The Illinois community college system has a responsibility to assist communities in identifying and solving those problems that undermine and destroy the fiber of the community.

Articulation

An important mission of the community colleges is to provide the first two years of education leading to a baccalaureate degree. We continue to develop articulation agreements between community colleges and four-year colleges and universities that facilitate student transfer.

Eliminating barriers in the transfer process

Substance Abuse

The community college system has developed programs to ensure that our faculty, staff, and students have an understanding of the dangers of substance abuse and the treatment programs available. Each of the community colleges is in compliance with the federal Drug-Free Workplace Act and Drug-Free Schools and Communities Amendments. The ICCB Committee on Substance Abuse is facilitating discussions between community college officials and the Department of Alcohol and Substance Abuse to ensure that our colleges provide information, referral, and training on substance abuse.

Boundary Integrity

Improved student access is a major consideration. However, the integrity of district boundaries must be maintained as well. Present statutes and ICCB rules do not provide for a free flow of students across district boundaries even though neighboring colleges may be more accessible. Statutes and ICCB rules must be clarified so that they are understood by all colleges and uniformly applied.

Staffing Issues

Recent studies have indicated that there will be a faculty shortage over the next 10 to 15 years. This projected shortage will seriously impact the Illinois community college system since approximately 40 percent of the current faculty will be eligible for retirement in the next ten years. More teachers are need to be trained and encouraged to fill these positions.

Community colleges rely heavily on part-time faculty to help meet staffing needs. Professional development and integration of part-time staff into the life of the college are issues that we need to address.

A third issue is staffing diversity in respect to gender and race/ethnicity. Role modeling in the classroom and in administrative and support areas has been demonstrated to be an important factor in student success. Efforts must be directed toward new initiatives that will ensure a more diverse staff.

Encouraging graduates to become teachers

Retirees Health Insurance

Of all sectors of public education, only community colleges have no state subsidized health insurance for their retired employees. The lack of such a benefit is an impediment to recruiting and retaining staff.

Workforce Preparation

National studies indicate that the majority of new jobs in the next decade will require training beyond high school but less than a four-year college degree. Community colleges are the primary providers in preparing persons for the workforce. Additionally, because of massive restructuring, many individuals with a B.A. degree must retrain in order to be productive in our competitive global economy.

Racial, Ethnic, and Cultural Diversity

Recent data from the American Council on Education show that minority groups are losing ground in entry to and retention in our institutions of higher education. This is occurring at the same time that minority citizens are becoming an increasingly larger proportion of the nation's workforce. Community colleges enroll a larger percentage of minorities (28 percent in the fall of 1990) than

Recruiting and retaining minority students

private and public four-year colleges and universities. We must continue to recruit, retain, and support minority students to enable us to compete effectively in the world workforce.

Teaching/Learning

Community colleges are teaching/learning institutions. With the advent of new technologies, we can better prepare our students for the challenges of tomorrow. However, there needs to be a significant amount of equipment acquisition (telecommunication systems, interactive video systems, computers, etc.) in order to improve our effectiveness and to keep current with business and industry needs.

Property Tax Relief Initiatives

In the past, the tax base of local taxing districts has been affected by changes in state law, including enactment of the homestead ex-

Adequately funding educational programs

emption for the elderly, changes in the method of assessing farmland, special tax treatment for various organizations, and provisions for designating enterprise zones and tax increment financing districts. These changes generally freeze or reduce the equalized assessed valuation of the local district and thus reduce the local revenue available to support the community college. The community colleges are increasingly relying on local property taxes. The system now derives about 40 percent of its operating revenue from this source. Property tax relief efforts could significantly reduce the financial resources available to the colleges.

Operating Funding

Despite increased enrollments, the community college system's share of state funding has declined recently and also is low compared with other sectors of higher education. In fact, of all the sectors of higher education, only community colleges have seen a decrease in their share of state funding for each of the last three fiscal years.

Capital Funding

Funding for capital construction at community colleges has dropped steadily over the past ten years: from 35.1 percent of higher education funding in fiscal year 1981 to 28.8 percent in fiscal year 1986 to 6.2 percent in fiscal year 1991. This has occurred despite increases in enrollment.

Deferred Maintenance

Even though most of the Illinois community college facilities have been constructed during the past twenty years, over 1.9

Preventing infrastructure degradation

million net assignable square feet, or 17 percent of the systemwide square footage, is reported in need of repair and renovation. In the 1989 study, The Decaying American Campus, performing needed repairs and renovation for two-year colleges was estimated to cost $2.75 per square foot. Multiplying this figure by the Illinois system's 17 million gross square feet would create a need of $49.3 million to perform the maintenance that has been deferred.

Increased Demands for Data

Over the past several years, there has been an increased demand for institutions of higher education to demonstrate the effectiveness of their institutions and programs. Community colleges in Illinois are attempting to comply with these demands. However, not all colleges have the resources needed to respond thoroughly and quickly.

Many of the state and national initiatives such as scope, structure, and productivity activities; underrepresented groups reporting; program review and evaluation; and federal financial aid all include requirements for analyzing data and tracking student progress. Most community colleges do not have institutional research offices to assist the colleges in responding to these new initiatives. A sharing of databases between the ICCB and other governing boards would provide a remedy.

Illinois Community College Districts

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ERIC Clearinghouse for
Junior Colleges

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